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ABSTRACT

The first comprehensive studies to identify the adult educator's role can be traced back to Hallenbeck's work in 1948. Two works on this same topic, both published in 1978, stand out with regard to their techniques and thoroughness. The first of these is Bunning and Rossman's survey of adult educators to determine a core of common skills and knowledge that would be needed by adult educators of the future, and the second was Pinto and Walker's sampling of the membership of the American Society of Training and Development to identify the critical activities performed by trainers in their day-to-day role. In 1982, a study performed by Daniel and Rose supplemented the data base provided by Bunning and Rossman by providing practitioner (continuing education administrator) perspectives. This body of research revealed that trainers perform activities in four functional areas: management and coordination, programming, human resource development delivery, and career development. Training and development curricula should therefore include training in research/statistics, media development/production, and counseling/career development. Ideally, a graduate program to prepare trainers should incorporate adult education, business/management, and counseling. (MN)

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TRAINER COMPETENCIES

An Examination of Existing Research

BY

DR. THOMAS A. EAVES, VICE PRESIDENT

DALLAS CHAPTER

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

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TRAINER COMPETENCIES
An Examination of Existing Research

INTRODUCTION

For the past eight years I have been attempting to unravel the myriad of research regarding adult educator roles. Unlike similar attempts, I have included in my analysis those studies which have focused upon the world of training and development, or as it is referred to today, human resources development. Most other studies have limited themselves to primary adult education audiences (e.g., adult basic education, adult education professors, continuing education administrators, etc.). Noticeably missing have been studies of business, industry, governmental agencies, and voluntary organizations, among others.

In my analysis, I have focused upon determining what might be called core role elements, or elements which cut across all areas in which adult education exists. If such core role elements exist, and I believe that they do, then a clear and concise body of knowledge can be identified for the field of adult education. This body of knowledge, then, becomes the fundamental basis for the preparation of all adult educators, much like the fundamental forces of nature provide the basis for the preparation of physicists.

To guide my analysis, I have applied the basic tenets of role theory. Role, a social concept, provides a means for understanding the relation between an individual and the behavioral expectations of that individual; these expectations shared by members of a given social entity such as an organization or a profession. According to theory, role refers to a particular behavioral pattern established by individuals in fulfilling some perceived or prescribed function (e.g., teaching, managing, parenting, training, etc.). In addition, theory has established that role also refers to the expected behavioral pattern(s) established by persons tangential to the function of the role incumbent

(e.g., principals' expectations of teachers, parents' expectations of teachers, managers' expectations of trainers, secretaries' expectations of their bosses, etc.). According to Kantor (1929), the occupant of a particular (social) position interacts with the occupants of complementary (tangential) positions. Consequently, one's behavior takes into account the behaviors of other positions. Thus, the specific nature of the behavioral pattern (role) varies with the position held by other interactants. Therefore, any attempt to describe the role of an individual such as a trainer requires that consideration be given to both established and expected behavioral patterns. This combination of behavioral patterns is called a role set and it includes knowledge, skills, attitudes, and values which comprise the respective behavioral pattern(s).

PREVIOUS STUDIES

One of the first comprehensive studies undertaken to identify the adult educator role was that of Hallenbeck (1948). Hallenbeck's purpose was to establish how the adult educator should be prepared for the role. Elements established included knowledge of: (a) instructional methodology and materials; adult psychology; (b) sociology of adulthood; the history and philosophy of adult education; (c) administration; community organization; (d) programming functions; as well as, (e) knowledge in a particular subject such as english or mathematics.

Some eight years later Houle (1956) suggested that professors of adult education should help their students achieve: (a) a sound philosophical conception of adult education; (b) knowledge of basic sociological and psychological concepts germane to adult education; (c) knowledge of various agencies in which adult education is practiced; (d) the ability to plan, develop, implement and evaluate educational activities; (e) the ability to train leaders; (f) the ability to counsel and guide learners; (g) the ability to develop and promote programs; (h) the ability to coordinate and supervise programs and personnel; (i) the

ability to evaluate; and, (j) personal effectiveness and group leadership.

During the early 1960's several studies were conducted to determine the competencies important to the adult educator role. (Robinson, 1961; Chamberlain, 1963; Aker, 1963; DePhillips, 1960; Nordie, 1967) These studies produced very homogeneous results which included: (a) knowledge of adult psychology and learning; (b) skill in teaching; knowledge of group dynamics; (c) knowledge of organization and administration; (d) skill in program planning and evaluation; (e) skill in marketing and promotion; and, (f) skill in communications.

Nadler and Lippitt (1967), in studying the role of the training director, clustered role elements into three major sub-roles, Learning Specialist, Administrator, and Contributor to Organizational Problem Solving. In 1968, Gossage determined that training directors needed two major categories of competencies, college-based and job-based. College-based competencies included: (a) the ability to develop and supervise programs, (b) knowledge of educational principles, (c) ability to communicate, (d) knowledge of business principles, and (e) the ability to conduct classes. To gain these competencies, one should have course work in *human behavior, instructional methodology, administration, communications, business*, and *research methods*. Competencies which, according to Gossage, are best developed on the job included: (a) policy implementation, (b) developing and supervising programs, (c) determining training needs, (d) conducting training, and (e) maintaining human relations.

With the successes garnered during the 1960's by adult education in general, and training in particular, research efforts during the 1970's increased in number and in scope. Much of this research, however, was undertaken by graduate students for thesis or dissertation purposes and was restrictive in terms of the populations sampled. Separate studies focused upon adult basic education teachers and administrators, continuing education administrators, college professors, government trainers, and various business entities such as sales or

technical trainers. No attempt was made to examine adult education practitioners across areas of practice.

PRIMARY DATA BASES

Two research efforts of the 1970's, however, stand out with regard to their techniques and thoroughness. Each was conducted in 1976, but not published until 1978. One sampled adult education professors to determine a core of common skills and knowledge which adult educators of the future would need in order to perform their jobs. (Bunning and Rossman, 1978) The other sampled the membership of the American Society for Training and Development to identify the critical activities performed by trainers in their day-to-day role. These activities were clustered according to their similarities and then formed to represent a role model. (Pinto and Walker, 1978)

Bunning and Rossman utilized a four stage Delphi approach to gather their data. The first stage resulted in a 93.6% return; the forth stage, 94.7%. The first stage simply asked adult education professors to identify the knowledge and skills that would be needed by adult educators in the next decade. Forty-eight knowledge statements and fifty-three skill statements were identified. During the next Delphi stages, respondents were asked to prioritize the statements by using a five-point Likert scale ranging from "highest" to "lowest" priority. In the final analysis, the authors used the item means to rank order the respective knowledge and skill statements. Finally, the statements were clustered into six categories: (1) the adult educator, (2) the field of adult education, (3) the adult learner, (4) the adult education environment, (5) adult education programming, and (6) the adult education process. Table 1 gives the five highest priority elements for knowledge and skill areas and their respective cluster.

[INSERT TABLE 1 ABOUT HERE]

Unlike Bunning and Rossman who utilized a sample which was homogeneous with respect to adult education practice area, Pinto and Walker (1978) sampled a very heterogeneous practice area population. Respondents from thirty-one occupational/industry areas provided information relevant to the frequency and importance of activities undertaken in their jobs as trainer-adult educator. Table 2 gives the ten most populated occupational areas.

[INSERT TABLE 2 ABOUT HERE]

Respondents from these ten industries represent 51% of the practitioner group. More than one-half of those responding provided training for managers, one-third performed supervisory training, and better than thirty-six percent performed technical/professional training. One-half of the respondents considered themselves to be training "generalists", one-fourth to be "trainer/instructors", and about ten percent gave their specialty as "organizational development". When asked to best describe their job responsibility, three-fourths of the respondents listed "training and development practitioner", eleven percent were "personnel generalist", five percent were "external consultants", and three percent were "academicians". Forty-seven percent of the respondents held either the master's degree (38.4%) or the doctorate (9.2%); 54% earned salaries below $25,000.00, 33% earned between $25-35,000.00, and 13% earned in excess of $35,000.00. Most (69%) had ten or fewer years of experience as a training professional and 75% had ten or fewer years tenure with their current employer.

In the initial phase of the Pinto and Walker study, more than 1,000 job activities were identified as performed by training practitioners. Through eliminating redundancies and subjecting activities to several review panels, 92 items were judged appropriate and sufficient to be included in the questionnaire. Figure 1 gives an example of the questionnaire structure.

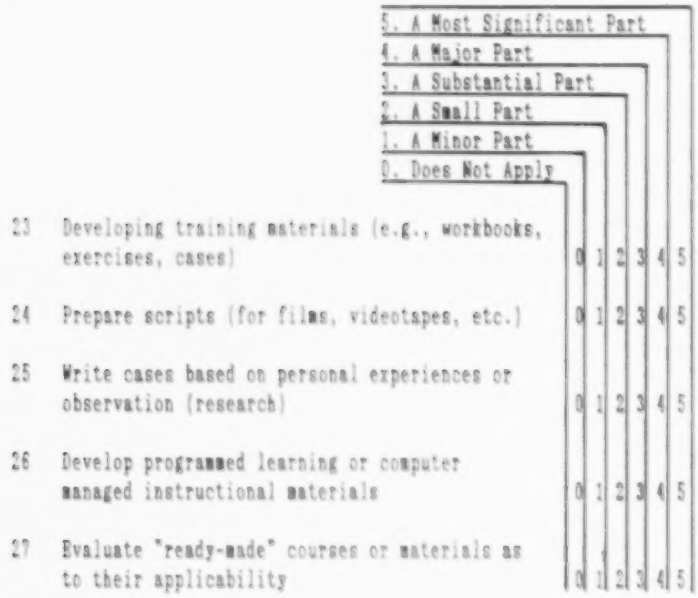
5. A Most Significant Part
4. A Major Part
3. A Substantial Part
2. A Small Part
1. A Minor Part
0. Does Not Apply
23 Developing training materials (e.g., workbooks, exercises, cases) 0 1 2 3 4 5
24 Prepare scripts (for films, videotapes, etc.) 0 1 2 3 4 5
25 Write cases based on personal experiences or observation (research) 0 1 2 3 4 5
26 Develop programmed learning or computer managed instructional materials 0 1 2 3 4 5
27 Evaluate "ready-made" courses or materials as to their applicability 0 1 2 3 4 5

Figure 1. Excerpt of the Pinto and Walker Instrument

Using factor analysis to both reduce the data and provide inter-item correlations, the authors identified twenty-one statistical factors of which fourteen were selected as comprehensively representative of the total data base. These fourteen factors are: (1) program design and development, (2) managing

external resources, (3) job/performance-related training, (4) individual development planning and counseling, (5) training research, (6) group and organization development, (7) development of material resources, (8) professional self development, (9) managing the training and development function, (10) managing internal resources, (11) maintaining working relationships with managers, (12) conducting training and development needs analysis, (13) conducting training programs, and (14) determining appropriate training approaches.

DEVELOPMENT OF COMPETENCY CONSTRUCT

Conceptually, these fourteen activity clusters can be grouped to represent four major functional responsibilities: (1) management and coordination, (2) programming, (3) HRD delivery, and (4) career development. Table 3 gives the function-activity relationship.

[INSERT TABLE 3 ABOUT HERE]

Although these functional areas and corresponding activity clusters provide a clear picture of the trainer's role, they do not speak to "specific" activities within cluster or functional area. Pinto and Walker, using the median score for each questionnaire item, ranked the top and bottom twenty-five specific activities. By closely examining the top twenty-five, one can begin to generate data that can be compared with the Bunning and Rossman results. (See Table 4)

[INSERT TABLE 4 ABOUT HERE]

By examining the distribution of all activity items within the four functional area clusters (see Table 3) one can begin to see an in-depth profile of the trainer role, sub-roles, and respective competencies. Table 5 shows the relationship between functional area, statistical factor and activity item. Functional areas, factors, and activity items are listed in order of cumulative eigenvalues, relative eigenvalues and item loadings.

[INSERT TABLE 5 ABOUT HERE]

Although Table 5 provides a statistical construct, it does not indicate those activities, hence sub-roles, which are most frequently practiced by training practitioners. By incorporating Pinto and Walker's list of most frequently performed activities into functional areas according to statistical factors, one can develop what might be termed a "critical role" construct. (See Table 6)

[INSERT TABLE 6 ABOUT HERE]

As can be seen from Table 6, three sub-roles are not practiced with a high degree of frequency. These are (1) Developing Material Resources, (2) Managing Internal Resources, and (3) Group/Organizational Development. In fact, when consideration is given to the "least frequently" performed activities (as determined by Pinto and Walker) and those are removed from the construct given by Table 5, the following results occur.

1. Developing Material Resources focuses only upon the "supervision of the production of training and development materials." This activity is not, however, among the twenty-five most frequently performed.

2. Group/Organizational Development focuses only upon: (a) the "use of organization development intervention" approaches; (b) "the use of specific OD techniques", and (c) "the use of role-play techniques". None of these are among the twenty-five most frequently performed activities.

3. Training Research focuses only upon: (a) " interpretation of statistics and data on training and development"; (b) writing training reports and manuals"; and, (c) "projecting future training needs." Only item (c) is among the twenty-five most frequently performed activities.

4. None of the activities within Managing Internal Resources are among the most frequently performed.

5. With the exception of "designing questionnaires for evaluating T & D programs", all other activities within Program Design/Development are among the twenty-five most frequently performed.

Inasmuch as the Program Design/Development cluster of activities explained the greatest amount of variance (eigenvalues totaling 23.757) and the majority of these activities are ranked highly among the twenty-five most frequently performed (ranks of 1,3,6,7,11,13,15,18,20), one can conclude that the most critical sub-role is that of designing and developing training programs. Table 7 gives the ranked distribution of most frequently performed activities according to factor

and functional area.

[INSERT TABLE 7 ABOUT HERE]

At this stage one has an established construct of role for an adult educator (trainer), macro role sets (functional areas), micro role sets (factors), and role elements (activities). By determining appropriate knowledge, skill, and attitudinal areas to these role elements, one can establish competencies for the adult educator (trainer). The most definitive data base for this information comes from the efforts of Bunning and Rossman (1978) and Daniel and Rose (1982). The Bunning and Rossman study, the forerunner to that of Daniel and Rose, gives the knowledge and skills determined necessary for adult educators of the future; Daniel and Rose provide practitioner (continuing education administrators) perspectives. (Table 1 has provided an example of the structure of this type data base.)

Analyzing each of the data sets from Bunning and Rossman, Daniel and Rose, and Pinto and Walker for common language within the variables designated most frequently performed allows one to develop knowledge and skills (competencies) for "trainer". Table 8 provides such an illustration.

[INSERT TABLE 8 ABOUT HERE]

These competencies tend to fall into four major clusters: (1) adult development; (2) adult learning/instruction; (3) programming; and, (4) management.

Of the four clusters, "adult development" exists only as a knowledge element. Each of the remaining three contain both knowledge and skill elements. Logic dictates that each of these four clusters contain knowledge elements that cut across most of the activities performed by trainers. However, by recognizing each cluster as a separate entity provides a basis on which curricula may be developed for the preparation of persons entering the training field. It should be noted, however, that these clusters represent the beginning point. That is to say, they are necessary but not sufficient. Clearly, training and development curricula should contain additional knowledge and skill elements including but not limited to research/statistics, media development/production, and counseling/career development. These additional curriculum elements, in concert with the four represented in Table 8 provide a necessary and sufficient parameter.

SUMMARY:

Trainers, as educators of adults, should logically have competencies which reflect preparation for professional practice. The academic component in which such preparation should arise has long been debated, as has the structure and content of the curriculum. Today's trainer has typically been prepared in business, psychology, general (public school) education, or has attended one or two "train-the-trainer" workshops. Most have graduate degrees or at least some graduate study. Given these factors and the typical and traditional curricula that exist within those named academic areas, it is unlikely that even a simple majority of currently practicing trainers possess the described knowledge and skill clusters. Where might such competencies best be found? Based upon the preponderance of elements/activities within the construct that are adult education related, it seems logical that the adult education curriculum is a starting point. Again, however, one needs to impose the "necessary and sufficient" rule. That is to say, adult development, adult learning/instruction, and programming are

necessary and are common components of an adult education curriculum. Management, also a necessary component, and counseling/career development are more typically found outside the adult education curriculum. It becomes clear that cooperative efforts between business and counseling/psychology are needed for sufficiency to be established.

Given the constraints that exist in finding an appropriate curriculum, where might one find an academic program that best fits the competency construct? Clearly, an adult education graduate program is more likely to be able to provide a greater number of the more critical competency elements. However, great care must be given when examining such a program. Critical examination of faculty size and credentials, flexibility of program, and relationship with practicing trainers should be made prior to enrollment. Ideally, a graduate program which incorporates adult education, business/management, and counseling, respectively, provides the most comprehensive approach to preparing professional trainers.

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Table 1. Critical Knowledge and Skill Elements for The Adult Educator

RANK		ELEMENT	CLUSTER
	1	adult psychology: intellectual development, adjustment, personality theory, aging, etc.	3
K		the ever-changing nature of the adult and his needs	3
N	2	of himself	1
		the process of change	1,3,4,5,6
O		contemporary society	4
W	3	functions of the adult educator	2,4
L		principles of adult education	2
	4	the field of adult education	2
E		learning theories	6
D		evaluation theory and practice	6
		the community	4,6
G		behavior-individual, group, organization	1,3,4
	5	changing adult characteristics	3
E		program implementation	5
		planning	5
		educational institutions	2,4
		program design	2,4
		communicating	1,4,5,6
		continuous self-improvement	1
S	1	systematic inquiry, critical assessment and problem solving	1,4,5
		diagnosing educational needs	5,6
K		designing learning experiences based on need	5
		initiating self-actualization	3,6
I		encouraging creativity	3,6
L	2	conducting learning experiences based on need	6
		as a change agent	1,3,4,6
L			
	3	creating non-traditional learning opportunities	5
S		as an instructor	6
		implementing strategies for adults to self-diagnose	6
	4	learning needs	
		evaluating the effectiveness of educational products	6
		gaining the cooperation of community agencies/groups	4
		motivating others	3,4,5,6
	5	providing for the individaul within group learning	6
		helping groups engage in problem solving	4,6
		finding/creating educational resources	5,6

TABLE 2. Ten Most Populated Occupational Areas for Respondents from Pinto and Walker Study

RANK	OCCUPATIONAL AREA (INDUSTRY)	RESPONSE FREQUENCY
1	Banking/savings,lending	7.4 %
2	Insurance	6.1
3	State & local government	5.9
4	Utilities	5.4
5	Health care	5.3
6	Industrial-general	4.9
7	Federal government	4.8
8	Chemical/pharmaceutical	4.2
9	Education	3.8
10	Retailing	3.5

Table 3. Functional Responsibilities and Corresponding Activity Clusters For Training Practitioners.

FUNCTIONAL AREA	ACTIVITY CLUSTER
Management & Coordination	Manage external resources
	Manage internal resources
	Manage the T & D function
	Maintain working relationships with managers
Programming	Program design and development
	Conduct training needs analysis
	Develop material resources
	Determine appropriate training approach
	Training research
HRD Delivery	Conducting training programs
	Job/performance-related training
	Group and organization development
Career Development	Individual development planning and counseling
	Professional self development

Table 4. Rank and Frequencies for the Top 25 Traniner Activities

ACTIVITY	RANK	MEDIAN
Design programs to meet needs	1	3.800
Maintain good working relationships with managers	2	3.681
Determine program content	3	3.577
Conduct training program/activities	4	3.427
Explain recommendations to gain acceptance	5	3.402
Apply concepts of (adult) development in program design	6	3.395
Apply adult learning theory/instruction	7	3.395
Use the discussion technique in training delivery	8	3.318
Counsel with employees/supervisors on T & D	9	3.265
Keep abreast of T & D concepts/theory/techniques	10	3.242
Establish behavioral/learning objectives	11	3.201
Decide on existing/purchase/create programs	12	3.164
Determine program structure-logistics	13	3.120
Evaluate training and development needs	14	3.031
Evaluate alternative instructional methods/media	15	2.996
Identify needs through interviews/discussions	16	2.925
Prepare budget plans for programs and projects	17	2.856
Revise programs/materials based on evaluation	18	2.852
Keep abreast of T & D activities in other firms	19	2.823
Develop training materials	20	2.805
Analyze performance problems for training solutions	21	2.767
Make formal management presentations for programs	22	2.752
Use the lecture technique with/without media	23	2.726
Write memos and announcements	24	2.726
Project future training needs	25	2.681

Table 5. Distribution of Trainer Activity in Relationship to Factor and Functional Area

FUNCTIONAL AREA	FACTOR		TRAINER ACTIVITY
PROGRAMMING (31.285)	PROGRAM DESIGN/DEVELOPMENT (23.757)	.727	Design specific programs to satisfy needs
		.707	Apply adult learning theory/instructional principles
		.668	Determine program content/topics
		.667	Apply concepts of (adult) development
		.582	Establish program objectives
		.580	Develop training materials
		.554	Evaluate alternative instructional methods
		.547	Revise materials/programs based on evaluation
		.521	Determine program structure
		.402	Design questionnaires for evaluating programs
	TRAINING RESEARCH (2.705)	.698	Present statistics and data
		.689	Interpret statistics and data
		.491	Interpret statistics and data on T & D
		.455	Write speches related to T & D
		.444	Write training manuals and reports
		.412	Write articles on T & D
		.405	Communicate with government personnel on T & D
		.404	Design data collection procedures
		.379	Design/use information systems for data on programs
		.345	Keep abreast of OSHA regulations
		.301	Project future training needs
	DEVELOP MATERIAL RESOURCES (2.065)	.683	Prepare scripts
		.590	Supervise production of T & D materials
		.577	Prepare artwork/copy for slides
		.512	Develop programmed/computer based materials
	CONDUCT T & D NEED ANALYSIS (1.419)	.562	Construct questionnaires for analysis of needs
		.528	Conduct needs interviews
		.501	Identify needs through surveys
		.409	Indentify needs through informal discussions
	DETERMINE T & D APPROACH (1.339)	.298	Evaluate ready-made materials for applicability
		.240	Evaluate alternative instructional methods
MANAGEMENT AND COORDINATION (10.637)	MANAGE EXTERNAL RESOURCES (5.832)	.774	Hire external instructors/program resource persons
		.753	Evaluate external instructors/program resource persons
		.741	Contract with outside consultants
		.652	Evaluate proposals from outside consultants
		.355	Decide on use of external program or existing
	MANAGE T & D FUNCTION (1.738)	.724	Prepare budget plans for T & D programs and projects
		.688	Organize and staff the T & D functions/department
		.657	Make formal management presentation plans for programs
		.617	Maintain information on T & D costs and benefits
		.596	Supervise work of others(plan, organize, schedule,etc.)

Table 5. Distribution of Trainer Activity in Relationship to Factor and Functional Area. (cont.)

FUNCTIONAL AREA	FACTOR		TRAINER ACTIVITY
	MANAGE INTERNAL RESOURCES (1.558)	.534	Evaluate internal instructors/program resource persons
		.515	Obtain internal instructors/program resource persons
		.392	Train/coach trainers and program leaders
	RELATIONSHIPS WITH MGRS. (1.509)	.356	Establish and maintain good working relationship with managers as clients
		.323	Explain recommendations to get acceptance
	JOB/PERFORMANCE TRAINING (4.158)	.619	Use OJT/JIT techniques
		.608	Identify skills/knowledge requirements of jobs
		.593	Assist managers in implementing OJT
		.586	Identify needs through job descriptions, task analysis
		.455	Evaluate T & D needs to set priorities
		.425	Analyze performance problems for T & D solutions
		.414	Assist others in implementing T & D programs
		.334	Assess pre/post performance for T & D effects
HRD DELIVERY (8.051)	GROUP/ORGANIZATION DEVELOPMENT (2.512)	.663	Use behavior modeling techniques
		.647	Use organization development interventions
		.620	Use OD techniques
		.569	Use role play techniques
		.519	Use simulation techniques
		.477	Use laboratory and sensitivity training techniques
	CONDUCT T & D PROGRAM (1.381)	.514	Conduct training programs and activities
		.412	Operate audio-visual equipment
		.383	Use discussion techniques in training
		.361	Arrange program logistics
		.352	Use lecture technique in delivering training
		.331	Identify equipment/materials required for T & D
CAREER DEVELOPMENT (5.687)	INDIVIDUAL DEVELOPMENT PLANNING & COUNSELING (3.855)	.575	Counsel with individuals on career development
		.564	Administer tuition reimbursement program
		.548	Arrange for participation in external programs
		.525	Maintain records of participation in T & D programs
		.519	Counsel with employees on T & D matters
		.400	Counsel with managers and supervisors on T & D needs
	PROFESSIONAL SELF DEVELOPMENT (1.832)	.654	Attend seminars/conferences (ASTD)
		.641	Attend seminars/conferences for own professional development
		.606	Keep abreast of T & D concepts, theories, techniques
		.430	Keep abreast of training in other firms

Table 6. Distribution of Most Frequently Performed Trainer Activity in Relationship to Factor and Functional Area.

FUNCTIONAL AREA	FACTOR		TRAINER ACTIVITY
PROGRAMMING (31.285)	PROGRAM DESIGN/DEVELOPMENT (23.757)	.727	Design specific programs to satisfy needs
		.707	Apply adult learning theory/instructional principles
		.668	Determine program content/topics
		.667	Apply concepts of (adult) development
		.582	Establish program objectives
		.580	Develop training materials
		.554	Evaluate alternative instructional methods
		.547	Revise materials/programs based on evaluation
		.521	Determine program structure
	TRAINING RESEARCH (2.705)	.301	Project future training needs
	CONDUCT T & D NEED ANALYSIS (1.419)	.409	Identify needs through informal discussions
	DETERMINE T & D APPROACH (1.339)	.240	Evaluate alternative instructional methods
MANAGEMENT AND COORDINATION (10.637)	MANAGE EXTERNAL RESOURCES (5.832)	.355	Decide on use of external programs
	MANAGE T & D FUNCTION (1.738)	.724	Prepare budget plans for T & D programs and projects
		.657	Make formal management presentation plans for programs
	RELATIONSHIPS WITH MGRS. (1.509)	.356	Establish and maintain good working relationship with managers as clients
		.323	Explain recommendations to get acceptance
HRD DELIVERY (8.051)	JOB/PERFORMANCE TRAINING (4.158)	.455	Evaluate T & D needs to set priorities
		.425	Analyze performance problems for T & D solutions
	CONDUCT T & D PROGRAM (1.381)	.514	Conduct training programs and activities
		.383	Use discussion techniques in training
		.352	Use lecture technique in delivering training
CAREER DEVELOPMENT (5.687)	INDIVIDUAL DEVELOPMENT PLANNING & COUNSELING (3.855)	.519	Counsel with employees on T & D matters
		.400	Counsel with managers and supervisors on T & D needs
	PROFESSIONAL SELF DEVELOPMENT (1.832)	.606	Keep abreast of T & D concepts, theories, techniques
		.430	Keep abreast of training in other firms

Table 7. Distribution of Most Frequently Performed Trainer Activity According to Item Rank in Relationship to Factor and Functional Area.

FUNCTIONAL AREA	FACTOR	RANK	TRAINER ACTIVITY
PROGRAMMING	PROGRAM DESIGN/DEVELOPMENT	1	Design specific programs to satisfy needs
		3	Determine program content/topic
		6	Apply concepts of (adult) development
		7	Apply adult learning theory/instructional principles
		11	Establish program objectives
		13	Determine program structure
		15	Evaluate alternative instructional methods
		18	Revise materials/programs based on evaluation
		20	Develop training materials
	TRAINING RESEARCH	25	Project future training needs
	CONDUCT T & D NEED ANALYSIS	16	Identify needs through informal discussions
MANAGEMENT AND COORDINATION	MANAGE EXTERNAL RESOURCES	12	Decide on the use of external programs
	MANAGE T & D FUNCTION	17	Prepare budget plans for T & D programs and projects
		22	Make formal management presentations
		*24	Write memos and announcements
	RELATIONSHIP WITH MGRS.	2	Establish and maintain good working relationship with managers as clients
		5	Explain recommendations to get acceptance
HRD DELIVERY	JOB/PERFORMANCE TRAINING	14	Evaluate T & D needs to set priorities
		21	Analyze performance problems for T & D solutions
	CONDUCT T & D PROGRAM	4	Conduct training programs and activities
		8	Use discussion techniques in training
		23	Use lecture technique in delivering training
CAREER DEVELOPMENT	INDIVIDUAL DEVELOPMENT PLANNING & COUNSELING	9	Counsel with employees and supervisors on T&D matters
	PROFESSIONAL SELF DEVELOPMENT	10	Keep abreast of T & D concepts, theories, techniques
		19	Keep abreast of training in other firms

* This activity was not among the factor variables.

Table 8. Compatible Knowledge and Skill Variables for Most Frequently Performed Activities.

BUNNING & ROSSMAN	DANIEL & ROSE	PINTO & WALKER
ADULT DEVELOPMENT		
knowledge of adult development	knowledge of adult development	apply concepts of adult development
knowledge of adult characteristics	knowledge of adult characteristics	
knowledge of changing nature of the adult	knowledge of changing nature of the adult	
ADULT LEARNING/INSTRUCTION		
knowledge of adult learning theory	knowledge of adult learning theory	apply adult learning theory/instruc.
knowledge of adult ed. principles	knowledge of adult ed. principles	use of discussion techniques
knowledge of behavior of individual, group	knowledge of behavior of individual, group	use of lecture technique
		evaluate instructional methods
skill in conducting learning exper.	skill in conducting learning exper.	conducting training activities
skill in communicating	skill in communicating	counseling with employees
skill in motivating others	skill in motivating others	develop materials
skill as a competent instructor	skill as a competent instructor	
skill as a teacher trainer	skill as a teacher trainer	
skill in the use of ed. technology	skill in the use of ed. technology	
PROGRAMMING		
knowledge of program design	knowledge of program design	design specific programs
knowledge of program implementation	knowledge of program implementation	conduct training programs
knowledge of planning techniques	knowledge of planning techniques	determine program content
skill in diagnosing educational needs	skill in diagnosing educa. needs	establish program objectives
skill in systematic inquiry,etc.	skill in systematic inquiry, etc.	identifying needs
knowledge of evaluation	knowledge of evaluation	project future needs
skill in evaluating products	skill in evaluating products	evaluate needs for priorities
knowledge of change process	knowledge of change process	analyze performance problems
		revise based on evaluation
		determine program structure
MANAGEMENT		
skill as a change agent	skill as a change agent	decisions about ext. programs
skill in gaining cooperation	skill in gaining cooperation	maintain working relationships
skill in communicating	skill in communicating	explain recommendations
knowledge of behavior in org.	knowledge of behavior in org.	make management presentations
skill in fiscal aspects	skill in fiscal aspects	prepare budget plans
skill in management of programs	skill in management of programs	write memos and announcements
skill in organizational renewal	skill in organizational renewal	counsel with supervisors on T&D

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